A How-to Guide

Grant Proposals that Work

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Acknowledgement

FOREWORD

During my tenure as the U.S. Ambassador to the Russian Federation, I have had the privilege to meet many Russians working hard to strengthen civil society, smooth Russia's transition to a market economy, maintain the excellence of Russian institutions of higher learning, and help to consolidate democratic institutions in Russia – in short, to build a better society.

Many of these inspiring people have told me that hard work, vision, organization, and dedication are sometimes not enough to bring their ideas for improving the world around them to fruition. Many times, the missing ingredient is the required funding.

I know that money is available to assist with good projects. Government, foundations, and corporations make tens of millions of dollars' worth of grants to people working in Russia every year. In order to give more Russians the tools they need to get access to these funds, the U.S. Embassy has sponsored the publication of this booklet on grant writing.

The material here is a beginning, not the end; I hope that it will de-mystify the process of writing and receiving grants, encourage you to implement your projects, and create opportunities for you.

I wish you every success in your endeavors.

Sincerely,
James F. Collins
Ambassador

With lots of good ideas out there, how do you get yours funded? You probably know at least one person who has competed for and received a grant. How did she do it?

The first step to getting a grant is to research thoroughly funding sources and determine which are most likely to fund your project. There are a number of sources for funding your ideas, in Russia and abroad. They include foundations, corporate sponsors, educational institutions and government agencies. You can use personal contacts, books, journals, and the World Wide Web to research the possibilities. A good place to start is with the list of recommended reading and resources on pages 24 and 25 of this booklet.

If you have participated in an exchange program or received awards from an organization, you may be eligible for a targeted grants program. Stay in contact with program organizers – they may be able to assist you in your search for funding.

After you've done your research, this booklet will help you get your ideas on paper in the right format. If the funder you have chosen provides specific instructions, use them! The guidelines in this booklet are meant to guide you through the process of writing your proposal, and are similar to the guidelines given by most foundations, corporations, and government agencies. They are not meant to replace the guidelines given in a specific solicitation.

Getting a first grant isn't easy, but it can open doors to other funding sources. Many funders have a stated preference for funding organizations they have collaborated successfully with in the past. Funding sources with similar priorities share information with each other and often recommend their grantees to other funders. Once you've built a reputation as a reliable partner, you increase your chances of getting grants in the future.

If you follow the guidelines in this booklet, you will be well on your way to getting funding for your ideas. Good luck!

Before you begin writing, you should consider your audience, in this case the funder. Thoroughly research the funding source to which you are applying. What are the funder's current goals and interest areas? What kinds of projects have they funded in the past? If you know the answers to these questions, you can write with the funder's priorities in mind.

In most cases, it is a good idea to talk with someone who works for the funding organization to which you are applying. You may wish to schedule a meeting with someone in the organization to discuss the funder's requirements, priorities and proposal evaluation process. Information gleaned from such meetings can help you write your proposal with a better understanding of your audience, the people who will evaluate your proposal.

Shortly before you plan to submit the proposal, call your contact again to verify that you are submitting your proposal to the right person. Once again, check the address and the spelling of her name. The extra time spent on these details will help you avoid simple but embarrassing mistakes, as well as give the funder a sense of your interest and professionalism.

If you are writing an unsolicited proposal, make sure you understand the funder's guidelines for unsolicited proposals. Make sure the funding source you have chosen funds projects like yours. Contact the funder to check on any details that aren't clear from your initial research.

If you are responding to a specific solicitation, be absolutely certain that you have followed the directions and included all of the required elements in your proposal. Incorporate the language of the solicitation into your proposal. If you speak their language, you can more clearly show how your proposal fits their objectives. At the same time, avoid professional jargon. Without changing your organization's overall mission, your proposal should be tailored to your funder's goals and objectives.

Do not assume that your funder knows all about your organization and what it does. Similarly, do not assume that your funder knows about and understands the historical and contemporary setting that has produced the need you intend to address. At the same time, do not bore your funder with long, drawn-out explanations. Be brief, compelling, and clear.

Your proposal should incorporate all of the necessary information in a simple, concise manner. Avoid using passive constructions such as: "More than 100 people a day were fed because of our program." Emphasize the active. "Our program provided food for more than 100 people daily" is a much stronger and more meaningful statement. Avoid long, wordy sentences, and use bullets to break out long lists of information. Your proposal should be easy-to-read, interesting, and compelling.

Avoid vague qualifiers, such as "many," "sometimes" or "very." Instead, use concrete statistics and cite your sources. Avoid wordy phrases – when you can use one word to make your point, don't use two or three. Keep your sentences and paragraphs short – break up sentences more than 30 words long.

Be sure to write your proposal in a language that the funder understands. If your funder is based in the United States or Great Britain, unless otherwise specified, your proposal should be written in English. The same is true for funders based in most European countries. Most accept proposals in the language of the country in which they are based, although some will accept proposals written in English. Have a native speaker review your proposal if you are required to write the proposal in a language that is not your native language. A number of Russia-based grant-making organizations, as well as many based abroad but specializing in Russia, accept proposals written in Russian. Before you start writing, be sure you know the language you should use.

Make sure the most important, most convincing information is at the beginning of your proposal. Often, a funder will make an initial decision based on a cursory look at the first part of a proposal. If it's difficult to find the important information in your proposal, it may be rejected without having ever been seriously considered. Break up your proposal narrative with paragraphs. Use headings and page breaks to divide the sections of your proposal.

Have several people read through your finished proposal, to check for content and for grammatical or typographical errors. Often, people unfamiliar with your project can offer the best ideas on areas that need to be clarified. When possible, write your proposal as a team with those who will be working on the project once it is funded.

DO

Know your funder's goals and interests

Keep the funder's priorities in mind as you write

Follow the funder's instructions

Address your proposal to the correct individual

Write simply, clearly, briefly

Use statistics and cite your sources

Use active constructions, not passive ones

Divide the sections of your proposal with headings and page breaks

Use bullets and paragraphs to break up long text

Have someone proofread your proposal

DON'T

Change your organization's mission to get a one-time grant

Use vague qualifiers such as "many," "sometimes," and "very"

Use sentences longer than 30 words

Use more words than you need to – in good writing, less is more

Submit your proposal in a foreign language without having a native speaker check it for errors

Many foundations will ask you to submit your proposal in a specific format. If you are responding to a specific solicitation and the funder has provided you with a format, do not deviate from this format, no matter how creative or innovative you think you are. If you are applying to a funder for an unsolicited grant, you may use the format below as a guide. In general, the format below includes most of the information that will be required for a solicited grant. It is not a bad idea to have much of this information on hand, although you should rewrite it each time, to tailor your proposal to your funding source. Your proposal should answer the following questions:

Who are you?

The Executive Summary is the part of the proposal that summarizes your organization's background, goals, and methods. You should be able to use the same introduction, if updated regularly, in almost any proposal you write.

When writing your introduction, focus on what makes your organization unique in providing the kinds of services you propose. Why should the funding source give a grant to your organization? Concentrate on building your organization's credibility by emphasizing your strengths. An organizational strength may be:

- The number of years your organization has existed
- Your success record with similar projects, or with past grants
- The unique skills and experience of your project staff
- The credibility of your partners
- The broad reach provided by your network of contacts

If your organization's strength is the people who work for it, rather than the organization's history, be sure to emphasize the project organizers' unique skills and experience in this section. This is especially important for new organizations.

Your introduction should be strong, but brief. It should show evidence of your organization's accomplishments, specifically as related to the area for which you are seeking funding. It should lead logically into your Need Statement and demonstrate your expertise in that area.

What is the need?

The Need Statement should describe the need your project will meet. You must clearly understand and be able to communicate the need your project will fill. If you cannot communicate this, it is unlikely that a funding source will understand why they should fund your project.

Your Need Statement will be the basis on which you build your objectives and methods. Do not develop your objectives and methods beforehand. If you have already planned objectives and methods, you may need to change them after you have thoroughly developed your Need Statement.

It is a good idea to summarize your Need Statement in a single sentence of 25 words or less. You may need to add background detail, but the need itself should be stated up front, clearly and concisely. If you are responding to a specific solicitation, the need may already be stated in the solicitation. However, you should restate the need in a way that shows that your proposed project will best meet this need.

Once you've stated the need, make clear who will benefit from your project. In most cases, the primary beneficiary should not be you or your organization. Instead, the project should benefit your clients. You need to know who they are. Identify them and write your Need Statement in terms of your clients, not your organization.

Make clear that the problem is of interest to the funder. You should be able to connect your Need Statement to the priorities of your funder. At the same time, your project must relate to the mission of your organization.

You can't change the world in six months, so don't try to convince a funder that you can. Instead, focus on making a reasonable, measurable difference in your community.

Your Need Statement should be concrete, but include enough detail so that your funding source will understand the depth of the need. If you are applying to an organization that does not specialize in Russia, you may need to provide more background to help them understand the need.

Don't get too caught up in detail, however. Your Need Statement should be short and convincing. Support your Need Statement with statistics and cite their sources.

Your Need Statement should be:
✔ Relevant to the needs of your clients
✔ Relevant to your organization's mission
✔ Relevant to the funder's priorities
✔ Supported by statistics and concrete facts
✔ Reasonable
✔ Timely
✔ Possible to implement

Don't be overly dramatic. Instead, describe the need in human terms without pulling heartstrings. Your solution should be anticipated based on your Need Statement. Again, thorough research will help you demonstrate that you know the needs of your clients and the solution. Be sure you thoroughly understand your community and its needs so that your proposal doesn't duplicate a project that's already being implemented.

What will you do?

In this part of the proposal, the Objectives section, you should clearly state the aims of your project. Your objectives should flow naturally from your Need Statement. They should be concrete solutions to

the needs you identified. If, in your Need Statement, you focus on problems caused by poor social services for disabled, jobless factory workers, an objective could be to provide counseling, job retraining, and internships to 50 disabled, jobless factory workers.

As you can see from the above example, to quantify your objectives, you must define the people who will benefit from your project and the time period for your project's implementation.

Your objectives should be possible to reach in the time period stated in your proposal. Your objectives should be of interest to your funder. Perhaps most importantly, your objectives should be measurable.

Do not confuse your objectives (what you will do) with your methods (how you will do it). Your objectives are the outcomes of your project. Methods are the steps you will take to achieve your objectives. An objective could be: "Increased awareness among secondary school students of HIV risk factors and prevention strategies."

Your methods should then focus on how to achieve and measure this objective. For more about methods, see the next section.

Be positive about your objectives and present them in a way that makes it clear they can be reasonably achieved. Remember, this section of your proposal does not have to be long – it may be just half a page.

Finally, if your funder has guidelines for formatting your Objectives section, use them!

Your objectives should be:
✔ Relevant to the needs identified in your Need Statement
✔ Clearly defined, in terms of your timeline
✔ Clearly defined, in terms of your clients
✔ Specific
✔ Achievable
✔ Measurable

How will you do it?

In the Methods section, you should describe in detail the process for meeting your objectives. The methods section may be longer than the other sections of your proposal. This is where you describe the details of your project activities.

Your methods must be relevant to your Need Statement and your Objectives section. You should create a chart of program activities that match the objectives and timeframe in your Objectives section. Break down the precise steps it will take to achieve each objective. What tasks are involved? How much time will each task require?

You may need to justify your methods, especially if they are unusual or experimental. Emphasize the uniqueness of your approach. Explain the strengths of your methods, and defend their weaknesses.

You should briefly describe the role of each member of your staff, and briefly (in no more than two or three sentences) describe her background and qualifications for the position. You should include detailed resumes or CVs for the most important people who will be working on the project as attachments. Usually you should include no more than four resumes for a single project, unless the funder specifies otherwise. If you will be using consultants, this piece of the proposal is especially important. Make sure that the people you identify are qualified to do the work, and that this is clearly communicated to the funder.

Be sure to break down the amount of time the staff will spend working on the project, and the timeline for their activity. For example, you may have a computer programmer working full-time (usually 40 hours/week) at the beginning of your project, setting up a database. After this stage of the project is completed, the programmer may begin working just 12 hours/week for this particular project, maintaining the system and troubleshooting. This should be reflected as a 30 percent level of effort, and you should request only 30 percent of a full-time salary for this period of the grant.

Although you may have identified your clients broadly in the Objectives section, you must clearly define them in your Methods section. How will they be selected? This may be another activity that will need to be broken down into tasks. Think in terms of cost per person served by your project. You may wish to note the cost-effectiveness of your project in this context.

Finally, you should be prepared to evaluate the success of your project in meeting its objectives. Each of your objectives should be evaluated separately. Be sure to include information in your Methods section about the evaluation tools you will use, for example, surveys, questionnaires or other evaluation methodologies. You may wish to include examples of the tools you will use as an attachment.

Your Methods section should include:
✔ Project activities, including justification
✔ Project management and staff
✔ Clients and client selection
✔ Evaluation criteria and tools

How much will it cost?

The Budget section should consist of two parts: a detailed list of expenses, usually in the form of a spreadsheet, and explanatory notes, often referred to as a budget narrative. Your budget should correspond to the activities you list in your Methods section. You should think through the steps listed in your Methods section carefully. How much will it cost to carry them out? This is no time for guesswork. Research the market to ensure your budget is accurate and reasonable. Get current quotes from companies that sell the goods and services you plan to purchase for part of your project.

Your budget should be broken down into several headings, such as:
✔ Personnel
✔ Fringe Benefits
✔ Supplies
✔ Equipment
✔ Travel
✔ Communications (telephone and e-mail)
✔ Publicity/Publications

When possible, break down the categories in your budget into cost-per-participant ratios. For example:

Information packets .... *$10 x 50 conference participants* *$500*

Indirect costs, or administrative expenses, are calculated as an overall percentage of an organization's budget. Some funders allow indirect costs; others do not. Find out if your funder will allow indirect costs. If indirect costs are not allowed, break these expenses down into direct costs, and include them as such in your budget. Examples of administrative expenses that can be quantified as direct costs include office rent costs, administrative staff salaries, utilities, and telephone costs. If you include these kind of expenses as direct costs, you must be careful to justify them as they relate to the project you propose. Few funders will fund organizational expenses without clear justification.

Fringe benefits are the benefits you offer your employees in addition to their salary and are usually calculated as an overall percentage of your employees' salaries. Fringe benefits may include employer tax payments, health insurance or life insurance, lunch subsidies, and pension contributions. An auditor can officially determine the exact percentage. If you have not worked with an auditor to determine the percentage costs of your fringe benefits and administrative expenses, you can determine the total cost of the fringe benefits you offer your employees and use this figure. You should provide justification for your fringe benefits figures if you do not have an official figure set by your auditor and approved by the funder.

A budget narrative that justifies any unusual expenses and provides more detail should accompany your budget spreadsheet. Unusual expenses include any high-ticket purchases of equipment or items such as cars, etc. Most funders will not fund purchases of cars or property. When funders do allow the purchase of computers or other property, they often require that the grantee return the equipment at the end of the project.

You should use the same headings as you use in your spreadsheet and provide information only as needed. For example, you may need to demonstrate how you will break out the telephone costs for this particular project from your organization's total telephone bill.

Most funders expect applicants to share some of the costs of the project they propose. Often, applicants do not show their contribution to the project because they fail to recognize it themselves. Besides the project-related expenses, what support expenses are required to carry out the project? Think about everything that goes into the project. If you are not requesting funding for oversight personnel or accounting staff, for example, include a percentage of their salaries as a cost-share. Or, you can break down a full-time salary – 50 percent to be paid by the funder, 50 percent to be paid by the organization.

Your project is much more likely to get funding if you can show a commitment from another funder to cover a portion of the expenses of your project. If you have been offered funds contingent on receiving matching funds from another funder, you should show this contribution in the budget. If you have secured partial funding from another funder, be sure to note this in your cover letter, too. The practice of securing additional funds to build on existing funds is known as leveraging.

Most funders are concerned with project sustainability. If you are able to show that your project will be financially sustainable after the period of the grant, you will have a much better chance of getting funded. You should have a plan for funding the project in the future. Some future sources of funding may include:

- Membership fees
- Sales of publications
- Fundraising campaigns
- User charges

Do not underestimate the importance of producing a plan for future project funding. Funders like to know that their money will be used to start a project that is important to the community, and a plan for sustainability will demonstrate your project's value to others. Like the rest of your proposal, it should be reasonable, clear, and concrete.

Finally, try to find out the size of grants normally made by the funder that you've identified. If there are clear limitations on the size of the funder's grants, do not exceed these levels.

Be sure your budget includes:
✔ A clear breakdown of expense categories
✔ A budget narrative that provides more detail on unusual expenses
✔ Cost sharing components
✔ Other committed funds
✔ A plan for project sustainability

COVER LETTER

Your cover letter should be written on your organization's letterhead and include current contact information. The organization's executive director should sign the letter and be knowledgeable about the project. The cover letter can be as short as two or three sentences. Its purpose is to present the proposal, not to sell it. Save your persuasive writing for the proposal itself.

TITLE PAGE AND TABLE OF CONTENTS

The easier it is to read your proposal, the more likely it is that the evaluating committee will understand it. Include a title page and a table of contents with tabs that mark each section of your proposal. A funder may wish to skip straight to one section of your proposal (your budget, for example), to make sure that your proposal meets the requirements for consideration.

PROJECT SUMMARY

Although the project summary should be the last thing you write, it is the first thing to go into your proposal (after your cover letter). It should not exceed one page and should clearly identify the applicant. It should summarize:

- Your credibility
- The need
- Your goals and objectives
- Your methods

The total cost of the project, including cost sharing and the amount requested in the proposal, should be stated in the project summary.

The project summary should be brief, clear and compelling. Since it is usually the first thing that will be read by the funder, it should spark the funder's interest in reading the entire proposal.

PROPOSAL

Your proposal should be made up of the following sections:

- Executive Summary
- Need Statement
- Objectives
- Methods
- Budget and Budget Narrative

It should answer the following questions:

- Who are you?
- What is the need?
- What will you do?
- How will you do it?
- How much will it cost?

ATTACHMENTS

Many funding sources will ask for a number of supporting documents to be attached to your proposal. Whenever possible, find out what attachments are recommended or required. Your proposal may lose points during its evaluation if the required attachments are not included. Attachments can include, but are not limited to:

- Resumes or CVs of the people who will be involved in the project
- Registration documents
- Financial statements (results of audit, annual report, etc.)
- Letters of support from other organizations or funders
- Agreements with partner organizations
- Evidence of existing foreign partnerships
- Copies of proposed evaluation tools, such as surveys or questionnaires

Send as many copies of your proposal as are requested, in the format that is requested. Do not skimp on copying costs – each copy of your proposal will be distributed to a different person, each of whom expects it to be readable and professionally presented. Don't forget to keep a copy for yourself – it is highly unusual that funders will agree to return rejected proposals.

Always turn in your proposal before the deadline. In almost all cases, a late proposal will not be accepted. Even if you're able to convince a funder to accept your proposal after the deadline, a late proposal will be put last in line for funding. If you cannot meet the deadline for turning in your proposal, you send a message to the funder that you will not be able to responsibly administer the grant and meet reporting deadlines. You may experience unexpected problems with copying or delivery, so plan to finish your proposal at least one day before it is due.

Is your proposal finished? Check here to find out!

- My proposal is addressed to the correct individual
- I have followed the instructions given by the funding source
- I have researched the need and conveyed it clearly
- I have thoroughly described the project
- The outcomes of my project are clear
- My budget is reasonable, justifiable, and matches the requirements of my funding source
- My budget matches my proposal narrative
- I have kept a copy for myself
- My proposal will be ready at least one day before the final deadline

My proposal includes the following elements:

- Cover letter
- Title Page and Table of Contents
- Project Summary
- Introduction
- Need Statement
- Objectives
- Methods
- Budget and Budget Narrative
- Attachments, as necessary

Whenever possible, find out how your proposal will be evaluated. Most funding sources adhere to a transparent selection process and can provide you with a detailed explanation of the process. Some may even provide you with an evaluator's checklist, including the number of points given for each section. Usually, a team of experts reviews proposals and evaluates them based on set criteria. The proposals that most closely meet the criteria will be selected as grant recipients. The more you know about the criteria, the better position you will be in to win.

If your grant proposal is rejected, don't despair! Don't be afraid to ask a funding source why your proposal was unsuccessful. An evaluator can give you valuable information about your proposal's strengths and weaknesses – and then you can improve it.

Quite often, a proposal is rejected because it doesn't match the goals of the funder at a particular time. Another common reason for rejection is that more competitive projects were submitted at the time you applied.

After you've found out why your proposal was rejected, you can rewrite it and submit it to another organization or to the same organization in the future. There is nothing wrong with having applied and been rejected in the past, especially if you come back with an improved proposal.

Five good reasons to redraft and resubmit a proposal that wasn't funded:
✔ The funder's priorities may have changed
✔ Staff turnover can change the makeup of the evaluating team
✔ There may be fewer proposals that address the need you intend to fill
✔ Your clients and your organization will benefit from your reassessment of the need
✔ It signals to the funder that you are determined and serious about your project

DON'T FORGET!
Once you've received a grant, keep in regular contact with your funder. Note your funding source in all of your materials, including your website and any publications. Send copies of any materials relating to the project, including press coverage, to your funder.

Probably the most important attachments to any proposal are the resumes and CVs of the people who will be working on the project. Proposal evaluation teams look closely at the resumes and CVs of the project's staff. You must demonstrate to your funder that the people working on the project are specially qualified to fulfill the project's goals. This is especially important for new organizations, which haven't developed a track record of success in project management and whose methods may not be proven.

There are several differences between a resume and a curriculum vitae (CV), but as a general rule a resume is used for getting a job, while a CV documents one's scientific or academic achievements. Depending on the function the individual will play in your project, her resume or CV should be attached to the proposal. If the individual will be used in an administrative capacity, a resume should be attached. If she will be an advisor, consultant, or make use of her scholarly background in the project, a CV is more appropriate.

CONTENT

A resume or CV should include any information that a person would need to determine whether your skills match the job or activity for which you are applying. A resume or CV must include your name and contact information, educational background, and work history.

Name and Contact Information

This information should be placed at the top of the page and be easy to read.

Education

Your resume should include any educational experience since high school, degree earned, if any, dates of enrollment or degree, educational institution and location.

Professional Experience

This section should highlight your achievements, not simply list your job responsibilities. An example of a poorly written description of a job duty is:

Responsible for all fundraising and strategic planning for new programs and funding sources.

You may indeed have been responsible for fundraising and strategic planning, but that doesn't mean that you did anything. A better description would be:

Developed and executed innovative fundraising plan that resulted in a 60 percent increase in annual funding levels and five new programs, including a three-year, $500,000 after-school program funded by local businesses.

Use strong, active verbs to describe your accomplishments and quantify your achievements. A resume or CV may include other information, such as awards, other activities and publications.

* Professional Awards, including any significant awards and dates.
* Leadership Positions and Committees – any boards or committees on which you have served, including titles and dates.
* Professional Organizations, including dates of membership.
* Publications, listed by title, publisher, and date of publication.

The resumes or CVs attached to your proposal should be current and relevant to your objective – they should show your funder that your project organizers and implementers are qualified to do the job.

FORMAT

There are a number of formats that may be successful depending on your background, but the most traditional and widely used is the chronological resume or CV. To use this model, divide your resume or CV into sections (see above). Each section should be clearly marked and easy to read. Put your most recent activities at the beginning of each section and work back, in reverse chronological order.

Your name and contact information should always go at the top of the page. If you do not have an impressive work record, or if your education is more relevant to the work you will be doing, the education section should come first. If your professional experience is your greatest strength, put this section first. Other activities should be placed at the end.

Avoid long, wordy descriptions, and break up the information in each section for better readability. Break out descriptions of your duties and accomplishments with bullets and format the resume for clarity and readability. Do not use small fonts that are difficult to read.

A resume should be formatted to fit on one to two pages, while a CV can consist of several pages (although some solicitations limit the number of pages that may be submitted). Finally, there should be no spelling, punctuation, or typographical errors on your resume or CV. Have several people proof-read your resume or CV before you submit it.

Audience – The group for whom you prepare and present your proposal

Client – The constituency served by your organization or its projects

Cost-share – Staff time or other resources contributed by an organization to defray the overall cost of a project

Curriculum Vitae – A detailed listing of one's academic and professional achievements, usually used by educators, doctors or other professionals whose academic history is especially relevant

Direct Costs – Costs that are directly attributable to the administration of a project

Funder – Any organization, foundation, business or governmental agency that finances the costs of a program activity

Grant – A cash award to an individual or organization to undertake a specific activity

Grantee – The recipient of a grant

Indirect Costs – Administrative costs that cannot be directly attributed to a specific project or activity

Leveraging – The practice of using committed funds from one source to receive additional funds to enlarge the scope of the project

Matching Funds – Funds that are available as long as certain conditions are met, i.e., locating funds from other sources to increase the scope of a project

Methods – The techniques used to meet one's objectives

Mission – The goals and means of meeting those goals to which an organization is devoted

Objectives – The planned outcomes of a particular action

Proposal – A written request for funding for a specific activity or activities

Resume – A listing of experience and achievements relevant to a particular profession

Solicitation – A request for proposals that meet a specific need, under certain conditions

Publications

The Foundation Directory 2000 / Jeffrey A. Falkenstein (comp.).
New York: Foundation Center, 2000. ISBN: 0-87954-894-0.

Foundation Grants to Individuals / L. Victoria Hall (ed.).
New York: The Foundation Center, 1995. ISBN: 0-97954-604-2.

Gde i kak poluchit' material'nuyu podderzhku ot edinomyshlennikov?
URL: http://ngo.org.ru/ngoss/ru/Id15157/GetDoc_short.html

Grants Register 2001 / Sara Hackwood (ed.). New York: St. Martin's Press, 2000. ISBN: 0-31223-142-3.

Web Sites

http://www.charitynet.org/main.html
A good source of links and resources for NGOs (in English)

http://www.msu.ru/russian/inside/etis/grros.html
Information on Russian grant sources (in Russian)

http://www.ngo.org.ru/ngoss
A useful tool (in Russian and English), including a library of electronic and printed resources and links to funding sources' web sites

http://www.ngo.ru/
A catalog of information and links to NGOs and public initiatives in Russia and the CIS (in Russian)

http://www.osi.hu/brussels/guide2000/funding_index.html
A guide to funding and participation in European Union programs (in English)

http://www.tsu.ru/~science/rus/fond/fbase/Fondlisr.htm
A database of links to foundations (in English and Russian)

http://www.voiceinternational.org/fd/russia.htm
Links to funding sources that give grants in Russia (in English)

The following American Centers and American Corners are open to the public. They provide resources and access to information about the United States, including information about grant-making organizations and proposal writing.

American Centers

Moscow
Ul. Nikoloyamskaya, 1
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http://usembassy.state.gov/stpetersburg.html
Olga Voronina

Tomsk
Ul. Lenina, 34-a
(3822) 41-52-75
E.Zalesskaya@lib.tsu.ru
Elena Zalesskaya

Vladivostok
Ul. Pushkinskaya, 32
(4232) 26-70-17
usisvlad@online.ru
http://vladivostok.com/usis/
Tatiana Sidorova

Yekaterinburg
Ul. Mamina-Sibiryaka, 193
(3432) 61-53-38
aic@ic.nexcom.ru
Slavyana Sagakian

American Corners

Irkutsk
Ul. Khalturina, 1
(3952) 33-54-08

Kazan
Ul. Kremlevskaya, 33
(8432) 92-50-49

Khabarovsk
Ul. Muravieva-Amurskogo, 1/72
(4212) 33-31-55

Novgorod Veliky
Kreml', 6
(81622) 7-3-649

Novosibirsk
Ul. Sovetskaya, 6
(3832) 23-34-62

Petrozavodsk
Ul. Pushkinskaya, 5
(8142) 77-61-25

Samara
Ul. Michurina, 58
(8462) 36-24-95

Togliatti
Bul. Lenina, 10
(8482) 26-77-33

Ufa
Ul. Lenina, 4
(3472) 23-08-00

Volgograd
Ul. Mira, 15
(8442) 90-25-80

Vologda
Ul. Marii Ulyanovoi, 1
(8172) 25-17-69

Yuzhno-Sakhalinsk
Ul. Khabarovskaya, 78
(4242) 23-31-31

The following is a partial listing of resource centers that serve the needs of Russian non-governmental organizations. Many of these organizations participated in the USAID-funded NGO sector support program, administered by World Learning and the Center for NGO Support.

Armavir
Life Without Drugs
Ul. M. Zhukov, 127
(86137) 5-54-91
prof@krintel.ru
Valentina Makarova

Barnaul
Support for Public Initiatives
Ul. Proletarskaya, 65, rm. 24, 14
(3852) 36-75-52
poi@alt.ru
Svetlana Churakova

Chita
Dauria
Ul. Chkalova, 120

(3022) 23-26-19
root@ecology.chita.ru
Inga Zinovieva

Gorno-Altaysk
Children's Foundation, Altay Branch
Ul. Ulagasheva, 13
(38822) 3-11-93
raisa@detfond.gorny.ru
Raisa Saimounova

Irkutsk
Regeneration of Siberian Land
Ul. Dobroliubova, 17
(3952) 59-84-42
root@rls.isu.runnet.ru
Elena Tvorogova

Kemerovo
Initiative
Ul. Nogradskaya, 3, rm. 20
(3842) 36-39-57, 36-37-65
smk@knews.kuzbass.net
Irina Rondik

Krasnodar
Southern Region Resource Center
Ul. Starokubanskaya, 114
(8612) 62-67-35, 31-90-20
srrc@krasnodar.ru
Svetlana Chernyshov

Krasnoyarsk
Public Initiatives Agency
Karl Marx St, 93, rm. 406
(3912) 49-35-86, 27-89-85
agency@krsk.ru
Valentina Martynova

Maykop
Unit of Women of Adygea
Ul. Sovetskaya, 197
(87722) 7-02-16
mariet@maykop.ru
Mariett Reztsova

Moscow
Charities Aid Foundation
10 Yakovapostolskii pereulok
(095) 928-0557
cafrussia@caf.charitynet.org
Olga Alexeeva

Moscow
Center for NGO Support
Pr. Mira, 69, rm. 309
(095) 281-2734
wldlearn@ngo.org.ru
www.ngo.org.ru
Alexander Borovikh

Novgorod Veliky
Health and Life Foundation
Ul. Derzhavina, 6, rm. 208
(8162) 66-32-25, 66-32-30
ngos@zolin.telecom.nov.ru
Roman Zolin

Novocherkassk
Aksinya
Journalists Association
Platovsky Pr., 116, rm. 114
(86352) 5-51-46
Aksinya@novoch.ru
Irina Mardar

Novokuznetsk
Informational Ecological Agency
Ul. Sverdlova, 20, rm. 42
(3843) 45-95-93, 45-83-45
ineca@nvkz.kuzbass.net
Olga Bezdenezhnykh

Novorossiisk
Center for Ecological Education
Ul. K. Marksa, 2, rm. 32
(8617) 61-00-23
tribrat@nross.kuban.ru
Tatiana Tribrat

Novosibirsk
Siberian Civic Initiatives Support Center
Karl Marx Pr., 57, rm. 702
(3832) 46-45-32
root@cip.nsk.su
Anatoly Zabolotny

Omsk
Public Chamber of Omsk Oblast
Ul. Krasny Put, 1, rm. 104
(3812) 23-23-20, 23-81-38
ktv@palata.omsk.su
Zinaida Tikunova

Piatigorsk
Red Cross Society
Pr. Kirova, 27
(86533) 5-31-38
rokk@megalog.ru
Galina Redkina

Rostov-on-Don
New Perspectives
Ul. Sokolova, 53, rm. 601
(8632) 64-53-88
srrcrostov@jeo.ru
Kirill Bitkin

Samara
Povolzhe
Ul. Leninskaya, 137/44
(8462) 33-25-08, 32-31-89
povolzje@ssu.samara.ru
Valentina Pestrikova

Sochi
Sodeystvie
Tsvetnoy Bulvar, 35, rm. 22
(8622) 93-12-14
srrc@sochi.ru
Olga Papaduka

Taganrog
Sudarynia
Mariupolskoe shosse, 17, rm. 118
(86344) 6-34-70
sudaryna@pbox.ttn.ru
Eugenia Ivanova

Tomsk
Children's Foundation, Tomsk Branch
Batenkova per., 3, rm. 11
(3822) 51-00-70
detfond@trecom.tomsk.su
Galina Popova

Tyumen
Charitable Foundation for the Development of Tyumen
Ul. Respubliki, 83a, rm. 215a
social@tyumen.ru
(3452) 49-42-75
Vera Barova

Ulan-Ude
Firn Club
Ul. Kommunisticheskaya, 16
(3012) 21-62-50
office@firn.buryatia.ru
Lia Sandanova

The following is a partial listing of resource centers that serve the needs of Russian non-governmental organizations. Many of these organizations participated in the USAID-funded NGO sector support program, administered by World Learning and the Center for NGO Support.

Barnaul
Altai State Technical University
Pr. Lenina, 46, rm. 238
(3852) 26-14-14
eap@oasis.secna.ru
http://oasis.secna.ru
Evgeny Perepelkin

Bryansk
Regional Scientific Library
Ul. Marksa, 5
(0832) 46-36-73
zdnr@scilib.debryansk.ru
http://www.scilib.debryansk.ru
Olga Kulikova

Ioshkar-Ola
Ioshkar-Ola State University at Mari-El
ul. Krasnoarmeiskaya, 71, korp. "V" IVC
(8362) 12-38-46, 12-15-77, 12-65-83
gus@margu.mari.ru
http://margu.mari.ru
Tatiana Gusakova

Irkutsk
Oblast Youth Library Imeni Utkina
Ul. Chekova, 10
(3952) 27-70-74
irina@youlib.irk.ru
Irina Seredkina

Moscow
State Public Historic Library
per. Starosadski, 9, rm. 311
(095) 921-30-27
galina@shpl.ru
http://www.openweb.ru
Galina Zinina

Moscow
Russian Academy of Education-IOSO
Ul. Pogodinskaya, 8
(095) 246-16-59
pavel@ioso.iip.net
http://ioso.iip.net/
Pavel Dik

Novosibirsk
Novosibirsk Siberian International Center
for New Information Technology
Pr. Akademiak Lavrentieva, 6, room 441
(3832) 34-20-68
rustem@ns.sicnit.ru
http://www.sicnit.ru
Rustem Muratov

Omsk
Omsk State University
Pr. Mira, 55a, korp.1
Internet Center, rm. 120, 121
(3812) 22-26-16
eremeev@omskreg.ru
http://www.omsu.omskreg.ru
Leonid Eremeev

Penza
Penza State Technical Institute
Proezd Baidukova, d.1a, rm. 236
(8412) 55-95-40
psv@vmis.pti.ac.ru
http://www.pti.ac.ru/other/iatp/
Sergei Pecherski

Petrozavodsk
Palace of Children's Creativity
ul. Krasnaya, 8
(8142) 78 33 61
pharmony@petrodtd.karelia.ru

St. Petersburg
St. Petersburg Russian Museum Library
Art Square, 1
(812) 219-16-12
Soli@spb.org.ru
http://rml.spb.org
Irina Soldatenkova

Tomsk
Tomsk State University
Ul. 19-i Gvardeiskoi Divizii, 75
Lab. korpus, aud. 421
(3822) 41-35-17
dt@public.tsu.ru
Dmitriy Tupitsin

Tula

Tula State Pedagogical University
Pr. Lenina, 125, korp. 4, floor 3, aud. 307
(0872) 25-74-73
tgpu@tula.net
http://www.tula.net/tgpu
Alexander Motekhin

Vladivostok

Vladivostok Far East State Technical University
Ul. Pushkinskaya, 10
(4232) 26-76-28
light@irex.vl.ru
http://www.festu.ru/pubsite/
Svetlana Laletina

Voronezh

Voronezh State Pedagogical University
Ul. Lenina, 86, rm. 428
(0732) 55-26-30
mog@vspu.ac.ru
http://www.vspu.ac.ru
Alexander Mogilev

Yekaterinburg

Mayor's Library
Ul. Mamina-Sibiryaka, 193
(3432) 51-02-48, 61-53-38
maria@irex.uraic.ru
http://irex.uraic.ru
Yury Naumov

The cover sheet includes the title of the project. It also clearly identifies the applicant.

IREX Special Projects in Library and Information Science
with Central and Eastern Europe and Eurasia

THE NORTH CAUCASUS AND VOLGA BASIN ACQUISITIONS PROJECT

a proposal submitted by:

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Curator

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The North Caucasus and Volga Basin Acquisitions Project

Contents of this Proposal

THE NORTH CAUCASUS & VOLGA BASIN ACQUISITIONS PROJECT

The principle objective of this Project is to increase awareness and disseminate information about libraries in the North Caucasus and Volga Basin (paying particular attention to the non-Russian republics of the region) among the American library and academic community. This Project will accomplish these objectives by conducting two acquisitions workshops, one in Rostov-na-Donu (North Caucasus) and one in Samara (Volga Basin), that will assess the current state of exchange relations with libraries in the area as well as conduct a survey of regional publishing.

The innovative workshop approach to acquisitions survey travel was used with great success in Khabarovsk (Russian Far East) and Irkutsk (Eastern Siberia) under IREX sponsorship in October 1994. These two workshops received outstanding reviews from both the participants and the Russian Ministry of Culture. The lessons learned in organizing workshops in these remote regions of Russia will make the North Caucasus and Volga Basin workshops even better.

The proposal notes previous success with similar projects, previously supported by the funder.

Approximately twenty-six representatives from the most important libraries in each region (see attached list of candidate libraries) will be invited to each three-day workshop.

The clients, the workshops' participants, are clearly defined and listed in an attachment.

Each workshop will include sessions on: establishing exchange relations with American research libraries, the use of email to improve communications, and American librarianship, as well as one-on-one interviews with representatives of each library on everything from publishing trends in their city to their particular problems. The Russian Ministry of Culture has once again agreed to support these innovative workshops.

The proposal notes the backing of a valuable supporter, the Russian Ministry of Culture.

Because of her four different acquisition trips to the Russian Federation and her knowledge of the current library situation in the former Soviet Union, Project Organizer Tatjana Lorkovic is uniquely qualified to direct this Acquisitions Project (see contact information on cover). Her numerous contacts with Russian librarians will be essential to the project's success.

Assisting Project Organizer Lorkovic will be Project Participants Michael Neubert and Eric A. Johnson (both Library of Congress) who have developed a model for acquisitions travel that has been proven successful in fourteen of the former Soviet Republics as well as in Western Siberia. The results of their two most recent survey trips have been published by IREX as Research Papers and distributed electronically over the Internet. Together with Patricia Polansky of the University of Hawaii, they ran the very successful acquisitions workshops in Khabarovsk and Irkutsk under IREX sponsorship.

The special qualifications of the project's organizers are highlighted.

The two acquisitions workshops for this Project will be held in Rostov and Samara between September 10-24, 1995. The approximate funding needed from IREX to insure their success is $14,850.

The maximum funding level for this grants program was $15,000. The proposal does not exceed this amount.

Representatives from IREX-Moscow, IREX-Rostov, USIA, and from other interested organizations will also be invited to participate at their organization's expense.

Should IREX choose to fund this Project, the end result will be to improve communication and cooperation between American research libraries and those in the North Caucasus and Volga Basin. Without these ties it will be almost impossible to build and maintain strong collections from these regions in American academic libraries.

PROJECT NARRATIVE

BACKGROUND: The recent violent conflict between Moscow and the Chechen Republic and its implications for the long-term stability of the Russian Federation and the former Soviet Union clearly highlight the need for the American academic community to keep informed about the Russian periphery. Of the scores of Turkic, Finno-Ugric, and other minority nationalities in the Russian Federation, many of the most volatile and independence-minded of these ethnic groups live in the North Caucasus and the Volga Basin.

The central goal of the North Caucuses and Volga Basin Acquisitions Project is to help American research libraries improve their acquisitions of periodicals, books, and other library materials from these two important regions both in Russian and in the numerous minority languages. Without direct access to publications printed in these regions that document both the culture and aspirations of these different groups, the American academic community will have to rely on information filtered through Moscow.

In addition to completing a survey of the library and publishing communities in the different ethnic groups in the two regions (such as the Kalmyk, Udmurt, Ossetian, Chechen, and Mari), the North Caucasus and Volga Basin Acquisitions Project will place an equal emphasis on surveying the library and publishing communities in the Russian oblasts bordering the numerous minority republics (such as Tambov, Saratov, Voronezh, and Riazan'). Cities like Kazan, Volgograd, and Astrakhan have long functioned as crossroads between cultures. Indeed, it is impossible to find a single minority republic that does not have a sizable ethnic Russian population that is often in the majority. Similarly, no Russian oblast' in the region is without a significant and often varied population of non-Russian minorities. For this reason, the two river-crossroads of Rostov on the Don and Samara on the Volga have been chosen as the two workshop sites for this Acquisitions Project.

RESTRUCTURING ACQUISITIONS: Exchange is often the only means that American academic libraries have of acquiring material from regions like the North Caucasus and the Volga Basin. Central exchange sources in Moscow and St. Petersburg that might have helped American libraries acquire materials from these regions in the past (albeit with difficulty) have been unable to do so since the collapse of the Soviet Union in 1991. The book dealers used by major research libraries for purchase acquisitions have been equally unsuccessful. This has often left direct exchange as the only viable alternative.

Fortunately, exchange is often very attractive to libraries in regions like the North Caucasus and the Volga Basin because it allows them to acquire publications directly from the West, which was seldom possible before.

Because of her library's interest in the former Soviet Union, Tatjana Lorkovic (Curator, Slavic and East European Collections, Sterling Memorial Library, Yale University) has focused much of her attention on improving acquisitions from all regions of the Russian Federation. During her four previous acquisition trips to the Russian Federation, Project Organizer Lorkovic has purchased materials, established new contacts for acquisitions by purchase, and set up new exchanges. Such direct steps have been the only way to insure the acquisition of materials from throughout the Russian Federation. Lorkovic has found that the bibliographic control provided by the Central Book Chamber **(Knizhnaia palata)** in Moscow is far from complete for material published outside of the center in such places as the North Caucasus and the Volga Basin. Many publishers neglect to send their materials to Moscow for registration, and the Central Book Chamber is unable to track everything down.

The Library of Congress (LC) has been busy decentralizing its acquisitions. Like most American libraries, LC relied on central exchange or purchasing sources for most of its Soviet publications. With the impending collapse of the former Soviet Union, LC moved to establish new exchanges and find new and more direct acquisition sources. In 1990, Project Participant Eric A. Johnson travelled to Estonia, Latvia, and Lithuania to decentralize acquisition sources for the Baltic (Lorkovic did the same for Yale in 1991). Since 1990, Johnson has travelled to Russia, Ukraine, Azerbaijan, Uzbekistan, Kazakhstan, Kyrgyzstan, and Turkmenistan on similar missions. The results of Johnson's acquisitions survey trip to Central Asia were published by IREX as a Research Report that has become the informal model for future acquisition reports. Johnson recently completed a similar report on Baltic Research Libraries that will soon be published by IREX as a Research Report.

Project Participant Michael Neubert has been equally busy travelling to Russia, Moldova, Belarus, Georgia, and Armenia over the last few years. His recent trip to the Urals and Western Siberia (funded by IREX which also published the results as a Research Report) represented a new phase in the quest to decentralize acquisitions within Russia to the republic and oblast' level. Like Lorkovic and Johnson, Neubert has found that personal visits can make all the difference. Only when face-to-face negotiations take place can all the potential stumbling blocks to a successful exchange be eliminated.

During the course of their successful acquisition trips, Johnson and Neubert developed a model for acquisitions travel. Based on past experiences, this model is ideally suited for overcoming potential exchange problems. It works well because it is based on two fundamental assumptions. Acquisitions travellers must: (1) anticipate every question a potential exchange partner is likely to ask; and (2) make offers of materials on exchange before making any requests. In order to accomplish this, Neubert and Johnson always travel with information/acquisitions packets (so called Info-Pacs) which they present and explain to each potential exchange partner (see attached list of sample items included in a typical Info-Pac based on what has been used in past trips). The end result of almost every presentation is the creation of a new exchange or the improvement of an old one.

The idea behind this Acquisitions Project and its three-day workshops in Rostov and Samara evolved from these original half-day or daylong presentations made by Neubert and Johnson. During his acquisitions trip to the Urals and Western Siberia, Neubert noticed a considerable increase in the number of questions asked by Russian librarians about American library practices in such matters as library automation, the role of bibliographic utilities, and the use of the Internet. During his visit to Central Asia, Johnson was similarly deluged with questions and had to give numerous lectures to assembled library staffs. The focus of these acquisitions trips seemed to shift away from exchange negotiations (the answers were almost always: yes) and towards highly repetitive descriptions of U.S. librarianship.

In an effort to streamline the exchange of information, which needs to take place in order to set up viable exchanges, Neubert came up with the idea of holding acquisition workshops. These acquisition workshops draw on all the strengths of past model acquisition trips (they even allow for individual one-on-one negotiations) while avoiding the need to repeat the same information about U.S. librarianship over and over again. As a result, the workshop model allows the acquisitions specialists to concentrate their attention on those items of greatest interest to American libraries (i.e., improving exchanges, surveying regional publishing, and similar activities). At the same time, the workshop structure makes it possible to share substantial amounts of information about US librarianship with the Russian participants without having to repeat it over and over again.

Because this project had already been successfully administered in other Russian cities, the project organizers focused on their previous successes and their replicability rather than on new objectives. These objectives can be found in the description of the workshop experiment: To improve acquisitions and to improve contacts and exchanges between American and Russian regional libraries.

THE SUCCESSFUL WORKSHOP EXPERIMENT: Thanks to a 1994 IREX Special Project Grant in Library and Information Science, Neubert and Johnson were able to test the concept of the acquisitions workshop in Khabarovsk and Irkutsk under the guidance of Patricia Polansky (University of Hawaii Library). Because of the vast distances between population centers in the Russian Far East and Eastern Siberia and the difficulty in travelling between them, these remote regions proved to be perfect test sites. By any standard of measurement, the Khabarovsk and Irkutsk Acquisition Workshops sponsored by IREX, were a great success. Both workshops generated substantial television, radio, and newspaper coverage by regional press. As the director of the Irkutsk University Library informed Johnson, "the simple fact that librarians have come all the way from far off America to help us, has put libraries in Eastern Siberia back on the map."

The Khabarovsk and Irkutsk Acquisitions Workshops generated more that just good public relations. They helped change the way Russian librarians think. In his report to IREX-Washington on a recent library conference in Vladivostok, IREX-Vladivostok Jeff McQuaid reported: "In general, I came away from the [Vladivostok follow-up] conference with the feeling that something was indeed going to happen with the libraries of Primorye. I curiously asked what was the drive behind all of this sudden movement, and the response was almost universal – [the] Khabarovsk [Acquisitions Workshop]. My guess is the [Khabarovsk] conference really shook some people down here into the reality of the coming twenty-first century." In her letter supporting the Rostov and Samara Acquisitions Workshops, Ms. Nadezhda Shakhova of the Russian Ministry of Culture said: "These seminars [in Khabarovsk and Irkutsk] had considerable impact in many different regions of Russia." Shakhova also expressed the Ministry's "deep gratitude and thanks for the organization of these seminars." One of the important incidental benefits of these workshops, is that it allowed librarians to hold regional meetings for the first time in several years (the harsh economic situation in the Russian provinces means such meetings are no longer held).

✎ This section includes praise for the previous project from the funder's representative and from a key partner. It also refers to an attached letter of support from this important partner.

The two acquisitions workshops in Khabarovsk and Irkutsk also had their intended effect: the improvement of acquisitions from the Russian Far East and Eastern Siberia. Both the University of Hawaii Library and the Library of Congress set up numerous new exchanges. Once the final version of the report is published by IREX, other American research libraries will be able to use the information gathered by Polansky, Neubert, and Johnson to set up exchanges of their own.

While the distances between cities in the North Caucasus and Volga Basin is nowhere near as great as in the Russian Far East and Eastern Siberia, the numerous conflicts in the region would make it unsafe for American librarians to travel to many cities. And as the Khabarovsk and Irkutsk Acquisitions Workshops proved, the workshop method is a cost-effective way of conducting acquisitions survey travel. If Lorkovic, Neubert, and Johnson were to split up and go on separate cities to all the cities and republics that will be covered by the two proposed workshops in Rostov and Samara, the time, money, and problems involved in these individual "fishing trips" would be great. The workshop makes it possible to cast an attractive "net" which gathers librarians together. If everything goes as well in Rostov and Samara as it did in Khabarovsk and Irkutsk, then this net will reach places that no American librarian has ever been – like Kalmykia, Ossetia, and Udmurtia.

THE NEXT WORKSHOPS: When the Russian Ministry of Culture readily learned of this draft proposal to hold new workshops, the staff in the Library Department replied: "We are delighted to learn of your plans, under Tanja Lorkovic['s leadership], to conduct similar seminars [to those in Khabarovsk and Irkutsk] in Samara and Rostov-na-Donu, in the first place, because both of those [host] libraries belong to the most advanced and well-organized libraries in Russia, and in the second place, because those regions – the Volga River [Basin] and the North Caucasus – have shown an immense interest in your initiatives and would doubtlessly do their part to realize the project" (see attached letter of support).

Unfortunately, the Russian Ministry of Culture is so poorly funded that in cannot cover the expenses associated with gathering Russian librarians from the North Caucasus in Rostov and from the Volga Basin in Samara. If this Acquisitions Project proposal is to succeed, IREX funding will be essential to help bring Russian librarians to the two workshop locations (see Project Budget). Fortunately, travel related costs for Russian citizens travelling within Russia are still much lower than those for Westerners. With just $3,000 per workshop, the two project hosts in Khabarovsk and Irkutsk were able to cover all the major travel and hotel expenses associated with inviting participants from other cities. (As testimony to the difficult financial situations facing Russian libraries and librarians, it should be noted that two of the Eastern Siberian libraries were so poor that they could not even afford to buy train tickets to attend the workshop in Irkutsk – even though they knew that their travel expenses would be reimbursed). To offset inflation and other possible cost increases (including a greater number of potential participants), this Acquisitions Project will require $3,800 per workshop.

IMPROVEMENTS TO THE WORKSHOP MODEL: Based on the experience they gained in Khabarovsk and Irkutsk, Johnson and Neubert have made various improvements to the workshop model. The first such improvement is to increase the number of speakers making presentations. Thanks to the Freedom Support Act (FSA) Fellowship Program in Library and Information Science currently being administered by IREX, it will be possible for the first time to involve FSA Fellows as speakers. It just so happens that the first class (1994-1995) includes two librarians from the targeted regions: Irina Vereskun (Kuban State University Library in Krasnodar in the North Caucasus) and Liudmila Serykh (a media center librarian from Samara on the Volga). Both librarians will be returning to their homes in September 1995 and both have expressed an interest in making presentations at the workshop. This will be an ideal arrangement because it will provide an extremely valuable perspective: Russian librarians talking about American librarianship to their Russian colleagues.

Other improvements that will be made have to deal with the way the American participants deliver their presentations. Having had a chance to experiment in Khabarovsk and Irkutsk, Neubert and Johnson have a fairly good idea of what works and what does not. Workshop attendees in Rostov and Samara will attend better workshops thanks to this experience.

PROPOSED STRUCTURE FOR WORKSHOPS: While the final structure of the workshops will only be determined after additional discussions with the Russian participants, a preliminary version of the agenda based on past experience in Khabarovsk and Irkutsk would look something like this:

Samara Workshop: September 13-15, 1995
Rostov Workshop: September 19-21, 1995

DAY 1 SESSIONS:
AM
- INTRODUCTION & GOALS
- INTERNATIONAL BOOK EXCHANGES
- ALTERNATE ACQUISITION SOURCES (Publishers, Dealers)
PM
- LIBRARIAN EXCHANGES
- OPPORTUNITIES FOR SUPPORT (Grants, Book Donations)

DAY 2 SESSIONS:

AM

■ EMAIL COMMUNICATIONS

■ THE INTERNET

■ GENERAL LIBRARY AUTOMATION

■ ONLINE CATALOGS AND STANDARDIZED BIBLIOGRAPHIC FORMATS

PM

■ ONE-ON-ONE INTERVIEWS (Publishing Trends, Specific Problems)

DAY 3 SESSIONS:

AM

■ COMMON PUBLISHING TRENDS

■ COMMON LIBRARY PROBLEMS

PM

■ QUESTIONS & ANSWERS

■ WRAP-UP (Conclusions, Results)

Lorkovic, Johnson, and Neubert all speak Russian fluently. This will allow them to conduct the two workshops entirely in Russian. This basic fact will mean that all the time can be devoted to substantive discussions rather than having half of the workshop times simply being sacrificed to delays in translation. Lorkovic, Johnson, and Neubert have made presentations in Russian on library issues enough times to be able to conduct these two workshops with ease.

As preparations progress, a final version of the workshop structure will be prepared and sent out in advance to all participants. The materials brought by the American participants to the workshops (see attached list) will depend largely on the final agenda. The current structure calls for all participants to be present during most of the sessions. On the second afternoon, Lorkovic, Neubert, and Johnson will conduct individual interviews with participating Russian libraries (3 interviewers X 4 one-hour interviews = 12 interviews) using forms that have already been developed for that purpose by Johnson and Neubert. The information gathered during these one-on-one sessions will form the basis for a brief library guide to be included at the end of the Acquisitions Project Report to be published by IREX.

THE RUSSIAN PARTICIPANTS: Approximately 26 representatives from the most important libraries in the North Caucasus and the Volga Basin invited to each of the Project's acquisitions workshop. The Rostov Workshop will be hosted by the Rostov Oblast State Scientific Library and include the participation of major research libraries from the following cities: Rostov, Stavropol', Krasnodar, and Astrakhan. Representatives from research libraries in the following minority republics will also be invited: Kalmyk Republic, Karachaevo-Cherkessk Republic, Ingush Republic, Adygei Republic, Chechen Republic, North Ossetian Republic, Kabardino-Balkar Republic, and Dagestan Republic.

The Samara Workshop will be hosted by the Samara Oblast Universal Scientific Library and include the participation of major research libraries from the following cities: Samara, Saratov, Tambov, Volgograd, and possibly Riazan', Ulianovsk, and Orenburg. Representatives from research libraries in the following minority republics will also be invited: Chuvash Republic, Bashkir Republic, Mordovian Republic, Mari Republic, Udmurt Republic, and Tatar Republic. A complete list of the libraries that will be invited to both workshops can be found in one of the appendices to this proposal.

An average of two representatives from each library will be invited to participate in one of the two workshops – the library director and the librarian responsible for acquisitions and/or exchanges. During their numerous acquisition trips to the former Soviet Union, the Project Organizer and Principal Participants have found that two things need to happen for a successful exchange to develop. First, the senior management of the library needs to support the idea of establishing foreign exchanges. Second, the librarian responsible for the library's acquisitions also needs to be involved as she will be responsible for the day-to-day work of maintaining the exchange. Without the support of both individuals, successful exchanges are not possible. This is especially true in the North Caucasus and Volga Basin where exchanging materials with libraries in the West is a relatively new concept. Until 1991, the only libraries in the region that were even allowed by the Soviet government to have direct foreign exchanges were the university libraries of Kazan, Voronezh, Rostov.

Besides the above-mentioned Russian librarians, a few other Russian library experts will also be asked to participate. Mr. Kuzmin of the Library Department of the Russian Ministry of Culture will be invited to attend the workshops himself or to send a representative. Dr. Mikhail Levner (Director, LC's Moscow Office) will also attend the workshops (at the Library of Congress' expense). While his major role will be to deal with any logistical and organizational problems which arise in the course of the workshops (to allow the American participants to concentrate on the substance of the sessions), he

will also be able to make important contributions to the workshops because of his extensive experience in Russian acquisitions. Incidentally, Dr. Levner has been on two separate acquisitions survey trips with Project Participant Neubert and so is already acquainted with the proposed format for the workshops.

THE AMERICAN PARTICIPANTS: Because of its excellent collections of library materials from the Russian Federation, the Sterling Memorial Library of Yale University is the obvious institutional home for this project. The Library of Congress, with the largest Russian collection in the US, is a logical institutional partner.

The three individuals involved in the project are all well qualified. Since 1989, Project Organizer Tatjana Lorkovic has served as the Curator of the Slavic and East European Collections at one of the best university libraries in the country – the Sterling Memorial Library of Yale University. In this position, she is responsible for the development of the Slavic and East European collections of the library. As a result, she is in charge of selection, acquisition, and initial processing of materials of all Slavic and East European materials added to the collections as well as being responsible for reference services for faculty, students, and researchers from all over the world. In her position as curator, Lorkovic supervises a staff of five.

Project Organizer Lorkovic also has over 25 years of experience working as a Slavic librarian and head of the Cataloging Department at the University of Iowa Libraries. Lorkovic has been very active in both the American Library Association (she served two separate terms as the Chair of the Slavic and East European Section of ALA and on numerous different committees) and in the Association for the Advancement of Slavic Studies (she regularly organizes and participates on conference panels).

Project Participant Michael Neubert gained numerous insights while travelling on his IREX funded acquisitions survey trip to Western Siberia and representing the Library of Congress. Neubert also worked closely with Mr. Bill Fick (IREX, Moscow) on a joint-paper on email in the former Soviet Union and so will be uniquely qualified to discuss this and other subjects during the workshops.

Project Participant Eric A. Johnson is well acquainted with the Internet and received a $10,000 grant from IREX in 1993 to help establish a users network for Baltic librarians known as BALT-INFO. In addition to being able to talk with Russian librarians about this and other subjects, Johnson has experience

organizing workshops in the former Soviet Union. In June 1993, Johnson was the principal organizer of the Baltic Parliamentary Librarians Workshop that was sponsored by the Library of Congress' Congressional Research Service (CRS) and included librarians from the Estonian, Latvian, Lithuanian, Polish, and Hungarian parliamentary information services. In September 1994, Johnson organized a similar Parliamentary Librarians Workshop in Budapest which included representatives from all of the countries that CRS has been working with – including the three Baltic states and the Russian Federation.

In order to prepare this project proposal, the Project Organizer and principal participants met at the recent 1994 AAASS Conference in Philadelphia and have been in constant touch via email and fax. Lorkovic, Johnson, and Neubert have all worked together in the past. They all attended the Working Conference on the Soviet Independent Press (Moscow, Russia, 1992) and made numerous joint visits to various Russian institutions that same year (including the Central BibKollektor in Moscow). Lorkovic and Johnson also worked together on a panel on Baltic Collection for the 1992 Terra Baltica Conference in Toronto, Canada.

Neubert and Johnson are also in constant touch at the Library because of their interrelated jobs. Johnson is one of LC's two senior exchange specialists responsible for acquiring material on exchange from the former Soviet Union. Since the other specialist works primarily with central exchanges in Moscow and St. Petersburg, Johnson concentrates on exchanges in the former Soviet republics and in the Russian "periphery." Neubert is one of LC's senior reference librarians responsible for providing reference services to readers interested in the former Soviet Union. His duties also include serving as a Russian recommending officer – helping decide which Russian-language materials should be in LC's collections. Neubert and Johnson have worked closely together since they were both members of the prestigious Library of Congress Intern Program. While their skills somewhat overlap, the heavy work load required in putting on two three-day workshops in the North Caucasus and the Volga Basin will make it necessary for both of them to assist Lorkovic in insuring the project's success. Johnson's expenses for the project will NOT include round-trip airfare to Russia as he will already be travelling on Library of Congress business to Moscow.

OTHER POSSIBLE AMERICAN PARTICIPANTS: Both USIS and IREX will be invited to send representatives to the two workshops at their own expense. USIS has been busy establishing small American Library Centers throughout the Russian Federation. As IREX is very interested in the spread of email communications throughout the Russian Federation (IREX hopes to place a Fellow in Communications in

Rostov in 1995), their participation in these Acquisitions Project workshops would also make sense. The planned opening by IREX of a small office in Rostov in 1995 will also help facilitate the two planned workshops.

PROJECT PLANNING: Informal planning for the workshops has already begun. Formal planning would begin in earnest if IREX should choose to fund this Acquisitions Project. Due to the many logistical problems involved in organizing such workshops at long distance, planning work would have to be almost continuous from the moment Project Organizer Lorkovic would receive a positive decision by IREX sometime in March 1995. Fortunately, Dr. Levner (LC Moscow) as well as Mr. Kuzmin and Ms. Shakhova (Russian Ministry of Culture) will be able to help the Project Organizer work with the local hosts in both Rostov and Samara for the workshops. Johnson and Neubert will be in Moscow in February 1995 on other Library of Congress business, which will enable them to begin coordination efforts with the Moscow based participants.

In addition to the three days needed for each workshop, various days have been allocated by the Project Organizer for travel and preparation in the North Caucasus and the Volga Basin. The overall schedule will look something like this:

This section includes a clear timeline for the activity.

PROPOSED ITINERARY FOR AMERICAN PARTICIPANTS

Saturday-Sunday, September 9-10, 1995: *Travel from US to Moscow*
Sunday-Monday, September 10-11, 1995: *Travel from Moscow to Samara by train*
Tuesday, September 12, 1995: *Preparation work in Samara*
Wednesday-Friday, September 13-15, 1995: *Samara Workshop*
Saturday, September 16, 1995: *Wrap-up work in Samara*
Sunday, September 17, 1995: *Travel from Samara to Rostov by train*
Monday, September 18, 1995: *Preparation work in Rostov*
Tuesday-Thursday, September 19-21, 1995: *Rostov Workshop*
Friday, September 22, 1995: *Wrap-up work in Rostov*
Saturday-Sunday, September 23-24, 1995: *Travel from Rostov to Moscow by train*
Monday, September 25, 1995: *Travel from Moscow to US*

SHARING INFORMATION: If the North Caucasus and Volga Basin Acquisitions Project is funded, the Project Organizers and Participants will make every effort to inform and involve Slavic librarians at other American academic libraries. Following a precedent established by Johnson and Neubert, Lorkovic will post a notice on the SlavLibs email network informing American Slavic librarians about their upcoming acquisitions trip and offer to help in any way possible. (For example, during his trip to Central Asia, Johnson carried letters on behalf of Harvard University Library and did reconnaissance work for several other American academic libraries).

Upon the completion of the project, the Project Organizer and Participants will prepare a final report modeled on Johnson's Central Asian report that has since been published by IREX as a Research Paper. This report will include all the information gathered during the two workshops with special attention paid to a listing of libraries in the region and their contact information. This information will be distributed electronically via the SlavLibs network. The Project Organizer and Participants will also work closely with the IREX Publication Specialist to have a final printed version of the report ready for distribution as quickly as possible.

In addition to sharing all the information they have gathered about both the current library and publishing situation in the North Caucasus and the Volga Basin, the Project Organizer and Participants will help make sure that any material they acquire during the project (primarily monographs and serials) are fully cataloged by their home institutions. As both Yale University and Library of Congress cataloging appears in OCLC and other national databases, information about these imprints will be available to everyone. Also, as both libraries have ILL (Inter-Library Loan) programs, researchers across the US will have access to any material that is acquired even if they are unable to travel to New Haven or Washington, DC.

PROJECT BUDGET

AMERICAN PARTICIPANTS:
Round Trip Airfare US/Moscow/US (Johnson will travel under separate funding)
    *$1,300 X 2 participants = $2,600
Round Trip Trainfare Moscow/Samara/Rostov/Moscow
    *$250 X 3 participants = $750
Per Diem in Rostov and Samara
    *$100 per day X 13 days X 3 participants = $3,900
TOTAL COST FOR US PARTICIPANTS= $7,250

RUSSIAN PARTICIPANTS:
Round Trip Trainfare to Samara
    *$50 X 20 participants = $1,000
Per Diem in Samara
    *$35 per day X 20 participants X 4 days = $2,800
Round Trip Trainfare to Rostov
    *$50 X 20 participants = $1,000
Per Diem in Rostov
    *$35 per day X 20 participants X 4 days = $2,800
TOTAL COST FOR RUSSIAN PARTICIPANTS= $7,600

TOTAL COST= $14,850

[N.B. The Library of Congress will cover the expenses of sending its Moscow Office Director Mikhail Levner to the two workshops to help deal with logistical issues and other problems that might arise. Yale University will pay for Tanja Lorkovic's salary and the minimal overhead expenses associated with her participation in the project. The Library of Congress will provide similar support for Michael Neubert and Eric A. Johnson. Most of the preparation work for the workshops – photocopying, faxing, etc. – will

be done from the Library of Congress with the assistance of FSA Fellows doing internships in the European Division under the supervision of Mr. Neubert.]

🖉 *The budget narrative is short because the budget is mostly self-explanatory. It notes funds already committed by Yale University and the Library of Congress. This is an example of a cost-share.*

ROSTOV-NA-DONU WORKSHOP CANDIDATES

Rostov

> *Rostov Oblast State Scientific Library (host)*
>
> *Rostov State University Library*

Krasnodar

> *Krasnodar Krai Universal Scientific Library*
>
> *Kuban State University Library*

Stavropol'

> *Stavropol' Krai Library*

Astrakhan

> *Astrakhan Oblast Scientific Library*

MINORITY REPUBLICS

Elista

> *Kalmyk Republic Universal Scientific Library*
>
> *Kalmyk State University Library*

Cherkessk

> *Karachaevo-Cherkessk Republic Universal Scientific Library*

Maikop

> *Adygei Republic Universal Scientific Library*

Vladikavkaz

> *North Ossetian Republic Scientific Library*
>
> *North Ossetian State University Library*

Makhachkala

Dagestan Republic Scientific Library

Dagestan State University Library

Groznyi

Chechen State Universal Scientific Library

Chechen State University Library

Nal'chik

National Library of Kabardino-Balkariia

Kabardino-Balkar State University Library

SAMARA WORKSHOP CANDIDATES

Samara

Samara Oblast Universal Scientific Library (host)

Samara State University Library

Voronezh

Voronezh State University Library

Saratov

Saratov Oblast Universal Scientific Library

Saratov State University Library

Tambov

Tambov Oblast Universal Scientific Library

Volgograd

Volgograd Oblast Universal Scientific Library

Volgograd State University Library

MINORITY REPUBLICS

Cheboksary

Chuvash Republic Universal Library

Chuvash State University Library

Ufa

Bashkir Republic Universal Scientific Library

Bashkir State University Library

Saransk

National Library of Mordovia

Mordovian State University Library

Ioshkar-Ola

National Library of the Mari Republic

Mari State University Library

Izhevsk

National Library of the Udmurt Republic

Udmurt State University Library

Kazan

National Library of Tatarstan

Kazan' State University Library

OTHER POSSIBLE CANDIDATES

Orenburg

Orenburg Oblast Universal Scientific Library

Riazan'

Riazan' Oblast Universal Scientific Library

Ulianovsk

Ulianovsk Oblast Scientific Library

Coleen Murphy

1521 D Street, SE

Washington, DC 20003

(202) 547-7608

QUALIFICATIONS

Domestic and international experience in community, social and policy development, program manage-
ment, training and cross-cultural/governmental relations. Academic background includes community
organizing, social administration and international and political studies. Proficient Spanish and
Romanian.

EXPERIENCE

Department of Housing and Urban Development – Washington, DC   February 1998 – present

Project Manager/Tenant Advocate

- Develop relationships and represent the Department at public meetings with tenants and coordinate
  meetings, focus groups and conference calls with national tenant representatives
- Collaborate in facilitating nation-wide field staff training via satellite broadcast, conference calls and
  in-house training sessions and provide technical assistance to HUD staff and the public
- Review and score national and local grant applications
- Enhance and implement a service program to foster community development and participation at
  multifamily housing developments

PAL Jobs Partnership Program – Baltimore, MD   April 1997 – January 1998

Program Manager/Coordinator

- Managed day-to-day operations of program, including managing program finances, establishing links
  and relationships with the community, developing and conducting training component, supervising
  participants in the work place, evaluating participants and providing support in addressing their
  needs
- Developed program tools including a life skills development and job readiness training program,
  recruitment strategy, business plan and program manual
- Facilitated working relationship between the Baltimore Police Department, the Enterprise Foundation
  and the Shriver Center

New Southwest Community Association – Baltimore, MD   June 1995 – March 1997

Community Organizer

- Organized and supported community efforts around education, "crime and grime" issues and coordinated community-wide efforts with neighboring organizations
- Recruited, trained and mobilized local residents to take on leadership roles in the association and collaborated in establishing and maintaining subcommittees, including a grant-writing committee that received $50,000 in grant awards, an outreach committee that increased Association membership by 75% and an education committee that successfully established a partnership with the local elementary school
- Collaborated with community residents to establish an Association office and community resource house, organize neighborhood clean-ups, board vacant houses, and plant trees

Year One – Youth At Work Program – Denver, CO   January 1993 – May 1995

Program and Job Coach Manager

- Managed day-to-day operations of program, including coordinating training programs and materials, supporting and advising participants/employers, and supervising eight Job Coaches
- Recruited over 200 students and placed them in meaningful employment throughout the Denver Metro area
- Developed program material, implemented and maintained a record keeping and support system and coordinated the development of an evaluation tool, yielding an approval rating of over 90%

EDUCATION

Masters of Social Work, 1998

University of Maryland – Baltimore, MD

Concentration – Community Organizing and Social Administration

Specialization – Social and Community Development

Honors – Shriver Center Peaceworker Fellowship; Presidential Management Internship

Bachelor of Arts, 1993

University of Wyoming – Laramie, WY

Double Major – International Relations and Political Science

International Study – 1989-1990 University of Ulster at Jordanstown, Belfast, Northern Ireland

Member of National Honoraries Sigma Iota Rho and Pi Sigma Alpha

This resume includes a qualifications summary, which provides a clear, tangible profile of the candidate.

The job descriptions are bulleted, for easier reading. The descriptions are accomplishment-oriented.

This simple resume is a good model for a staff member's resume.

Michael Neubert

Reference Specialist
European Division
Library of Congress

Work address:

European Division

Library of Congress

Washington, DC 20540-4830

Phone: (202) 707-3706

Fax: (202) 707-8482

E-mail: mneu@loc.gov

Home address:

2405 S. Dinwiddie Street

Arlington, VA 22206-1000

Home phone: (703) 555-3017

LIBRARY EMPLOYMENT HISTORY

- Reference Specialist (Russian), 1999-
- Senior Reference Librarian (Russian), 1992-1996, 1997, 1998-1999
- American Library Association/United States Information Agency Library Fellow to Ekaterinburg, Russia (8 months, 1997-1998)
- Head of the European Reading Room (Acting), 1997 and 1995-96
- Reference Librarian (Slavic Languages), 1991-1992
- Serial Reference Librarian (Slavic), 1991
- Library of Congress Intern, 1990-1991

EDUCATION

- Master of Librarianship (MLS). University of Washington, Seattle, Washington, 1990. Member of Phi Beta Mu
- Master of Arts in International Studies (Soviet Studies). University of Washington, Seattle, Washington, 1986. Major topic: Soviet transportation geography.
- Bachelor of Arts (Soviet Studies). University of Washington, Seattle, Washington, 1981. Magna cum laude and member of Phi Beta Kappa

PROFESSIONAL ORGANIZATIONS

- Member of the American Association for the Advancement of Slavic Studies
- Member of the Library of Congress Professional Association

LIBRARY OF CONGRESS AND OTHER SPECIAL ACTIVITIES

- Member of the Moscow Team (1990-1996)
- Member of the Selection Committee for Information and Library Science Freedom Support Act fellows (1996-1997)
- Member of IREX Short Term Travel Grant Selection Committee (1994-1995)
- Member of the LC-Soros Fellows Selection Team (1991-1994)
- Served on Selection Committee for Fulbright Fellows from Russia Library Program (1994)
- Member of the LC-Thatcher Russian Fellows Selection Team (1993)

LIBRARY OF CONGRESS AWARDS

- Meritorious Service Award for contributions to the implementation of the LC Integrated Library System (1999)Special Achievement Award for participation in the Serials Task Force (reducing serial subscription costs) (1998)
- American Library Association/United States Information Agency Library Fellow to Ekaterinburg, Russia (8 months, 1997-1998)
- Meritorious Service Award for participation in the Public Access to the Internet Committee (1996)
- Library of Congress performance rating of "Outstanding" (1994)
- Library of Congress Special Achievement Award "for willingness to assume additional duties to help reduce Division's serials arrearage (i.e., backlog) and extraordinary efforts in recommending Russian and Eurasian acquisitions." (1993)

GRANTS (SINCE 1995)

- IREX (International Research and Exchange Board) Grant for Special Projects in Library and Information Science with Central and Eastern Europe and Eurasia – Consultant to the Western Russia Library Assessment Project (1998)

- IREX (International Research and Exchange Board) Grant for Special Projects in Library and Information Science with Central and Eastern Europe and Eurasia –Consultant to the Belarus Library Education and Librarianship Project (1997)
- IREX (International Research and Exchange Board) Grant for Special Projects in Library and Information Science with Central and Eastern Europe and Eurasia –Consultant to the North Caucasus and Volga Basin Assessment Project (1995)

- *Also involved in five other grant projects related to librarianship in the former Soviet Union since 1990*

CONFERENCE PARTICIPATION (SINCE 1995)

- American Association for the Advancement of Slavic Studies. (November, 1997) **Building Slavic Collections for the 21st Century: Purchase or Exchange?** Chair and organizer.
- American Association for the Advancement of Slavic Studies. (November, 1997) **Boon or Bane - or Both? The Impact of Electonic Resources on Slavic Studies.** "A 'How-to' (and 'why-to') Primer to Accessing Internet Resources in Russian."
- Junior Faculty Development Conference. (October, 1995) Roundtable discussion with Russian librarians on American librarianship.
- American Association for the Advancement of Slavic Studies. (October, 1995) **The Library of Congress: New Programs in the Slavic and East European Area.** Roundtable participant.

- *Also presented four other papers or participated in roundtables at American Association for the Advancement of Slavic Studies meetings since 1990*

PUBLICATIONS

- "Proekt 'Vstrecha na granitsakh' – novaia elektronnaia biblioteka" [paper published in conference proceeding] in **Biblioteki i arkhivy regiona 'Bol'shoi Ural', informatsionnye uchrezhdeniia SshA : resursy i vzaimodeistvie : materialy mezhdunarodnoi konferentsii.** Ekaterinburg: [izdatel'stvo Sverdlovskoi oblastnoi universal'noi nauchnoi biblioteki], 1999.
- "Biblioteki i doktrina spravedlivosti pol'zovaniia" [book chapter] in **Avtorskoe pravo, biblioteki, i izdatel'stva v vek elektronnykh kommunikatsii.** Sankt-Peterburg: Izdatel'stvo Rossiiskoi natsional'noi biblioteki, 1998. [Chapter title in English: Libraries and the Fair Use Doctrine.]

- "Post Soviet Russian Librarianship in Transition" [book chapter] in **Global Reach, Local Touch.** Chicago: American Library Association, 1998. (with Irina Klim)
- "Obrazovanie v oblasti bibliotekovedeniia i informatsii: missiia v dvadtsat' pervom stoletii.**" Sankt-Peterburgskaia bibliotechnaia shkola.** Issue 3, 1997. [Article title in English: Education in the Librarian and Information Science: the Mission in the Twenty-First Century.] (with Irina Klim)
- "The Soviet and Baltic Independent Serials Database: One Use of Pro-Cite at the Library of Congress" [book chapter] **in Pro-Cite in Libraries: Applications in Bibliographic Database Management.** Medford, NJ: Learned Information, 1995 (with Eric A. Johnson).
- **Library Assessment Project: East Siberia/Russian Far East.** Washington, DC: IREX Research Services, 1995.
- **Library Assessment Project: Siberia.** Washington, DC: IREX Research Services, 1994.
- "The Second 'Oxford' Conference on the Independent Press, Moscow, October 12-15, 1992" **Association of College and Research Libraries, Slavic and East European Section Newsletter.** Chicago: American Library Association, Slavic and East European Section, 1993.)
- **New Soviet and Baltic Independent Serials at the Library of Congress : a Holdings List.** Washington, DC: Library of Congress, 1991 (with Eric A. Johnson and Harold M. Leich).

- *In addition, regular book review for **Library Journal** of books on Eastern Europe and the former Soviet Union.*

This CV includes valuable information about grants and publications that supports the candidate's suitability for his proposed role.

Each section is clearly marked and spaced to make it easy to find information.

Because the academic qualifications of the candidate are relevant to the proposed activity, he attached a CV to the grant proposal.

Sandra R. Roberts

The Astor Center for History of Art

16 Franklin Avenue

Tarrytown, NY 15943

919-243-1555

OBJECTIVE: Director of a university archives or special collections.

QUALIFICATIONS

- Extensive experience in archival processing and cataloging.
- Broad knowledge of automation applications for special collections cataloging.
- Supervised a large staff of catalogers.
- Nationally recognized for work related to special collections management.

PROFESSIONAL EXPERIENCE

Head of Collections Cataloging, The Astor Center for the History of Art, Tarrytown, NY, 1992-present.

- Manage archival cataloging and processing of manuscripts, photographs, and archives.
- Supervise 17 subject specialists.
- Extensive automation and database knowledge including Cuadra Star and RLIN.
- Served on Project Coordination team to select an integrated library system

Special Collections Librarian, Manton Department of Special Collections, Main Library, San Jose State University, San Jose, CA, 1990-92.

- Provided reference service for collection including a photo study collection of over 2 million items.
- Supervised Title II-C and California State Library Cataloging Grants.
- Specialized in Hispanic collections, including the North Collection on the Spanish Civil War and the Baja California Collection.

- Served as automation liaison with library.
- Coordinated INNOPAC implementation for special collections.

Consultant (6 month project) to The Astor Center for the History of Art, Tarrytown, NY, 1991-92.

- Developed a processing, cataloging, and preservation plan for the Raymond Loewy collection consisting of 2 million drawings, diagrams, posters, and books.
- Developed and implemented database identifying all Loewy design projects.

Bibliographer II, Hispanic American Periodicals Index, San Jose State University, San Jose, CA, 1989.

- Indexed Spanish, Portuguese, French and English language journal articles relating to Latin American history, politics, and culture.
- Revised thesaurus and completed substantial name authority work.

EDUCATION

Master of Library Science, San Jose State University, School of Library and Information Science, San Jose, CA, 1989.
  – Specialization in cataloging and classification, including advanced courses in cataloging theory and practice, subject analysis, non-print cataloging, and acquisitions.

Graduate coursework in Latin American Studies, San Jose State University, 1988-87.

Intensive Portuguese Institute, University of California, Los Angeles, Summer, 1985.

A.B. in Spanish, San Jose State University, San Jose, CA, 1986.
  – Included studies in Spain (Univ. Complutense, Madrid).

LANGUAGES

Fluent in Spanish and Portuguese. Reading and writing knowledge of French and Italian.

PROFESSIONAL MEMBERSHIPS AND ACTIVITIES

Society of American Archivists
- Member, Nominating Committee, 1994.
- Mentor Program Volunteer, 1992.
- Publications Board, 1993-present.
- Member, Committee on Archival Information Exchange, 1989-92.

American Library Association

Association of College and Research Libraries, Rare Books and Manuscripts Section
- Chair, 1993-94
- Executive Committee, 1991-92.
- Preconference Program Planning Committee, 1990-91.

Librarians' Association of the University of California
- Professional Development Committee, 1995-97.
- Statewide Research Committee, 1986-88.

Member: Art Librarians' Society of North America, Visual Resources Association, and Online Audiovisual Catalogers.

PUBLICATIONS

"Description for Digitized Photo Archives." Published in *Image Access Project: Proceedings from an RLG Forum,* held in Monterey, CA. Mountain View, CA: Research Libraries Group, 1994.

"Cataloging Archival Photograph Collections," *Visual Resources*, v. 11 (1992), p. 85-100.

"Rare Book Catalogers and Technology," *Rare Books and Manuscripts Librarianship*, v. 7, no. 2 (1991), p. 70-75.

"Problems in Subject Classification in Special Format Materials." Co-authored with Steve Noll. Published in *Subject Indexing in Context* by Pat Turner, Boston: Prentice-Hall, 1989.

CONFERENCE PRESENTATIONS

"The Digital Image Access Project," invited paper, Society of American Archivists, Phoenix, AZ, September, 1995.

"Processing Archival Photograph Collections," invited speaker, Seminar on Images in Libraries and Museums, Portland, OR, 1995.

"Descriptive Cataloging of Rare Books," Seminar chair and speaker, Rare Books and Manuscript Section Preconference, Orlando, FL, 1994.

"Guidelines for Library Special Collections," invited speaker, University of California Conference on Photographic Collection Administration, Pasadena, CA, 1993.

OTHER PROFESSIONAL ACTIVITIES

Panelist, National Endowment for the Humanities, November, 1994.

Instructor, Visual Materials Cataloging course. Columbia University, Rare Book School, 1994.

Archives Consultant, American School of Victorian Studies, London, 1995.

Invited participant, Council on Library Resources, symposium on form and genre terminology for thesauri, New Haven, CT, 1993.

EXHIBITIONS

"Images of Spain from the Manton Department of Special Collections," Main Library, 1990.

"Dreams and Design: Drawings from the Raymond Loewy Collection," The Astor Center for the History of Art, 1994. Selected, mounted, and documented exhibit.

Jane R. Snow

Clarion University of Pennsylvania

College of Communication, Computer Information Science and Library Science

109 Becker Hall

Clarion, PA 16214

814-269-6638 FAX: 814-269-4311

EMAIL: snow@aol.com

OBJECTIVE: Dean of a school of library and information science.

HIGHLIGHTS OF QUALIFICATIONS

• Ten years of teaching experience at university level.

• PHD in library and information studies.

• Recognized authority on school library media programs.

• Author of numerous articles on all aspects of librarianship.

EDUCATION

Drexel University	Ph.D.	Library and Information Studies, 1992
University of Pittsburgh	M.S.	Computer Education and Cognitive Systems, 1992
University of Pittsburgh	M.L.S.	Specialization: School Libraries, 1974
Sweet Briar College	B.A.	English and Education, 1973

WORK EXPERIENCE

Assistant Professor, School Library Media Program, 1993 to present.

Clarion University of Pennsylvania, College of Communication, Computer Information Science and Library Science, Clarion, PA.

• Taught in children's services and literature, computer applications for libraries, information technologies, and school libraries.

• Extensive research in the following areas:

Innovation diffusion and technology integration in school library media centers and graduate library education.

Impact of school library media centers on academic achievement.

Communication channels of school library media specialists.

School of Library and Information Science, University of Pittsburgh, Pittsburgh, PA.
Adjunct Professor/Doctoral Research Associate, 1991-92.
- Taught courses in children's and young adult literature.
- Provided online and research services for the faculty of the University's Pennsylvania Center for Educational Technology (PCET).
- Taught bibliographic instruction for PCET workshops and classes.

Director, Information Retrieval Laboratory/Doctoral Teaching Associate, 1989-92.
- Taught courses in media production and services, local area networks, computers for libraries, and children's literature.
- Supervised all Laboratory operations and Master's level student lab assistants.
- Conducted bibliographic instruction and class demonstrations of CD-ROM databases, including OCLC.

ADDITIONAL WORK HISTORY

1985-89   Elementary Library Media Specialist, King George County Schools, Bronxville, NY
1984-85   High School Librarian, Troy County Public Schools, Troy, NY.
1983   Government Documents/Reference Librarian, Long Island Library District, Montauk, NY.
1976-78   Elementary Librarian, Fairfield School District, Greenwich, CT.

CURRENT RESEARCH

"The Impact of School Library Media Centers in Pennsylvania on Academic Achievement." Sponsored by the School Library Media Section of the New York Library Association, 1994-96, $5,000.

"The School Library Media Specialist: A Proposed Model." Research in progress.

"Children and Youth Service in Library Education." Co-authored by Chantelle Miller; research in progress.

ARTICLES

"Electronic Resources in ALA Accredited Library Schools." Recently submitted to *Library Journal*.

"Attitudes of School Library Media Specialists Toward Networking," *School Library Media Quarterly*, Summer, 1995.

"Credentialing of Online Database Searchers," co-authored with Ralph Brite, *LIBRES: Library and Information Science Research Electronic Journal,* No. 3, October, 1992.

Frequent contributor and book/software reviewer to:
- School Library Journal
- Emergency Librarian
- Library Journal

Children's book reviewer/previewer for Harcourt Brace, Harper Collins, and Scholastic.

Manuscript referee for School Library Media Quarterly, *School Libraries Worldwide,* and *Emergency Librarian*.

PAPER AND PROGRAM PRESENTATIONS

"Electronic Resources for School Library Media Specialists," research program presented at the Association of Library and Information Science Educators (ALISE), National Conference, Salt Lake City, UT, February, 1995.

"School Library Media Centers and Impact on Academic Achievement," Program presented at the American Association of School Librarians (AASL) National Conference, Cleveland, OH, October, 1994.

"Recent Trends in Children's Literature," program presented to the Reading Teachers Association of Western Pennsylvania, May, 1994.

"The Role of the School Library in Library Networks," paper presented at New York Library Association, Albany, NY, 1990.

Numerous workshops and institutes for school districts and local conferences, particularly on computer applications for libraries and technology integration into curriculum.

GRANTS

U. S. Department of Education, Title IIB of the Higher Education Act, Library Training for School Library Media Specialist, 1993-94. Grant for $ 20,000.

New York Library Association Research Grant, 1994-96. Grant for $5,500. For research on "The Impact of School Library Media Centers in Pennsylvania on Academic Achievement."

PROFESSIONAL ASSOCIATION ACTIVITIES

AMERICAN LIBRARY ASSOCIATION

American Association of School Librarians (AASL)
    Candidate for AASL Treasurer; June, 1996 election.
    Restructuring Taskforce, 1995-96.
    Research Committee, 1993-97; Chair, 1995-96.
    Highsmith Research Award Committee, 1994-95.
    Lance Study Replication Committee, 1994-96.
    Membership Committee, 1986-89; Chair, 1987-89.
    Microcomputers in the School Library Award Committee, Chair, 1990.
    School Library Media Program of the Year Award Committee, 1991.

Association for Library Services to Children
    Boy Scouts of America Advisory Committee, 1991-93, Chair, 1992-93.

Library Administration and Management Association
    BES-School Libraries Facility Committee, 1987-90.

Young Adult Library Services Association

Computer Applications Committee, 1991-94; Chair, 1993-94.

Library Research Round Table

Chair-Elect, 1994-95; Chair, 1995-96.

Executive Board, Member-at-Large, 1993-96.

International Association of School Librarians

Editorial Board, IASL Journal, School Libraries Worldwide, 1994-97.

Pennsylvania Library Association

Continuing Education Committee, 1993-95.

School Library Media Section

Research Committee, 1995-97; Chair, 1995.

Executive Board, 1994-96.

HONORS AND AWARDS

• Who's Who in America 1995.

• Beta Phi Mu (National Library Science Honor Society), 1974.

• Phi Delta Kappa (National Education Fraternity), 1986.

• Presidential Academic Scholarship, Sweet Briar College, 1969.

INSTITUTIONAL AND COMMUNITY SERVICE

Clarion University of Pennsylvania

Computing and Instructional Technology (CIT) Committee, 1994-present.

Becker Hall Space Planning Task Force, 1994-95.

Curriculum Committee, 1993-96; Chair, 1994-96.

Parent Teacher Student Association (PTSA) Volunteer

Educational Policy Committee, Central School District, 1993-94.

American Educator Awards Committee, 1994-96; Chair, 1994-96.

Certified National U. S. Swimming Stroke & Turn Official.